

Professional Development Coordinators Training

July, 2020

Guiding Questions

- What are the responsibilities of the district Professional Development Coordinator?
- Which professional development experiences are required by law?
- What are some funding options for professional development?
- What are some considerations regarding *effective* professional development?
- What resources are available from KDE to support professional learning in Kentucky school districts?

Major Responsibilities...

- Use data to plan, design, facilitate and/or evaluate professional learning
- Connect professional learning with effective instructional practices based on student data
- Provide professional learning data to councils, committees and staff
- Foster capacity building of school leaders, staff and councils to plan and evaluate learning
- Support and assist leaders, staff and councils with planning PL opportunities
- Keep professional development records for certified and administrative staff
- Collaborate with shareholders to develop a professional development plan and calendar

Legislative Responsibilities...

- 704 KAR 3:035 Annual Professional Development Plan
- KRS 156.095 Professional Development Programs
- KRS 158.070 Flexible Professional Development and School Calendar
- KRS 160.345 SBDM Roles
- KRS 156.101 Effective Instructional Leadership Act (EILA)



704 KAR 3:035 Professional Development Plan

- Definition of a Professional Development Program
- District process requirement, including a Needs Assessment
- Elements of a Professional Development Plan
- Definition of Professional Development
- Professional Development Coordinator (PDC) Qualifications and Requirements
- Fiscal Requirements

Designing the Annual PD Plan...

Develop a *Process*...

- Conduct district needs assessment using input from **all** shareholders
- Analyze needs assessment data to develop district and school comprehensive improvement plans (CDIP and CSIPs)
- Design professional development plans that directly align with district and school needs and integrate into improvement plans
- Make plans available to the public prior to implementation

Plan, Implement and Evaluate Professional Learning Needs

PD Plan Diagnostic and Plan Elements...



Beginning in 2021, a PD plan diagnostic will be included in eProve.

*Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. **A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan** (emphasis added).*

Each school and local district professional development plan shall contain the following elements:

- *1. A clear statement of the school or district mission*
- *2. Evidence of representation of all persons affected by the professional development plan*
- *3. A needs assessment analysis*
- *4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and*
- *5. A process for evaluating impact on student learning and improving professional learning, using evaluation results.*

KRS 156.095 Professional Development Programs...

- Professional learning should improve instruction:
 - Related to content and responsibilities
 - Aligned with needs and standards
 - Committed to continuous improvement
 - Skillfully and intentionally facilitated
 - Prioritized and monitored
 - Focused areas of need using current research
 - Sustainable
- *In planning the use of the four (4) days for professional development under KRS 158.070, school councils and districts shall give priority to programs that increase teachers' understanding of curriculum content and methods of instruction appropriate for each content area based on individual school plans. The district may use up to one (1) day to provide district-wide training and training that is mandated by state or federal law.*

158.070 School Calendar

Each local board of education shall use four (4) days of the minimum school term for professional development and collegial planning activities for the professional staff without the presence of students pursuant to the requirements of KRS 156.095. At the discretion of the superintendent, one (1) day of professional development may be used for district-wide activities and for training that is mandated by federal or state law. The use of three (3) days shall be planned by each school council, except that *the district is encouraged to provide technical assistance and leadership to school councils to maximize existing resources and to encourage shared planning.*

158.070 Flexible PD Plans

Flexible PD plans are options for certified and administrative staff using the following criteria:

- approved by the local school board
- includes professional learning that is aligned with the classroom assignment/administrative requirements of the individual
- included in the CDIP/CSIP
- approved by district administration
- monitored for compliance by district administration

KRS 160.345 SBDM Councils

- Provide professional learning data to councils, committees and staff
- Foster capacity building of school leaders, staff and councils to plan and evaluate learning
- Support and assist leaders, staff and councils with planning PL opportunities

*The policies adopted by the local board to implement school-based decision making shall also address the following:...(d) **Professional development plans** developed pursuant to KRS 156.095*

***156.095:** In planning the use of the four (4) days for professional development under KRS 158.070, school councils and districts shall give priority to programs that increase teachers' understanding of curriculum content and methods of instruction appropriate for each content area based on individual school plans.*

704 KAR 3:325. Effective Instructional Leadership Act (EILA)

- Required for certified instructional leaders
 - 21 hours for continuity
 - 42 hours for renewal
- *a local district shall keep on file documentation of compliance with KRS 156.101(4) for each instructional leader employed by the school district, including a copy of all training certificates...by August 30 each year thereafter, the local school district shall report to the Kentucky Department of Education the name of any instructional leader who fails to complete the twenty-one (21) hours of training required under KRS 156.101, the individual's position title, Social Security number, and the number of hours which were completed.*
- *All certificates shall be kept on file for three (3) years by each local district for each participant. If a participant becomes employed by another district, the original file shall be sent to the instructional leader and a duplicate copy to the new employing district.*

Required Professional Development...

- Active Shooter Training
- Child Abuse and Neglect Training
- Seizure Disorder Training
- Suicide Prevention Training
- Bloodborne Pathogens Training
- Physical Restraint and Seclusion Training
- First Aid/CPR

Your district may require ***additional*** trainings for staff – be sure to check district policy for clarification!

Active Shooter Training – KRS 156.095 (7)

By November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students.

Staff hired after the training has been provided for the school year shall be provided materials on how to respond to an active shooter situation.

Active Shooter Resources...

FEMA Emergency Management Institute:

- (<https://training.fema.gov/is/courseoverview.aspx?code=IS-907>)

Department of Homeland Security:

- (<https://www.cisa.gov/active-shooter-emergency-action-plan-video>)

Readiness and Emergency Management for Schools Technical Assistance Center:

- (<https://rem.s.ed.gov/ActiveShooterSituations.aspx?AspxAutoDetectCookieSupport=1>)

Explore Secure:

- (<https://www.youtube.com/watch?v=ZwULI5wMtuY>)

Kentucky Department of Criminal Justice Training:

- (http://media.education.ky.gov/video1/On-Demand2019/KDE-Edit_ASTraining_480a.mp4)

Child Abuse and Neglect Training – KRS 156.095 (7)(a)

The Kentucky Department of Education shall develop and maintain a list of approved comprehensive evidence-informed trainings on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and neglect.

Each local school board shall adopt one (1) or more trainings from the list approved by the Department of Education to be implemented by schools. Training should be completed within 90 days of hire, then **every 2 years** after.

PD credit for this training is determined by the district.

Child Abuse and Neglect Webpage:

<https://education.ky.gov/teachers/PD/Pages/childabuseneglect.aspx>

Seizure Disorder Training

At least one (1) hour of self-study review of seizure disorder materials shall be required for **all principals, school counselors, and teachers hired after July 1, 2019**. This self-study review is a one-time requirement, NOT an annual requirement.

Guidance Resources:

District Health Coordinators Briefcase Webpage

- *<https://education.ky.gov/districts/SHS/Pages/District-Health-Coordinators-Briefcase.aspx>*

Suicide Prevention Training – KRS 156.095 (6)(c)

A minimum of one (1) hour of high-quality suicide prevention training shall be required every year for all ***high school and middle school principals, guidance counselors, and teachers***. The training shall be provided either in person, by live streaming, or via a video recording.

When a staff member subject to the training is initially hired during the school year, the local district shall provide suicide prevention materials to the staff member for review.

Bloodborne Pathogens Training – OSHA/Department of Labor 29 CFR 1910.1030

- School systems must identify personnel that could be exposed to blood or OPIM (other potentially infectious materials) and provide annual training on bloodborne pathogens
- Training is a requirement for all employees and the control plan is part of the school's annual health services program

Physical Restraint and Seclusion Training – 704 KAR 7:160 Section 2(1)(a)(c)

- Each school district shall establish policies and procedures that ensure all school personnel are aware of and trained annually to use an array of positive behavior supports and interventions. Training is required for all teachers, principals, administrators, school counselors, social workers, other professionals, nurses, school resource officers, other law enforcement officers and other support staff who are employed in a school or who perform services in the school on a contractual basis.
- Online PBIS training is available through KET (PBS) – PD credit is determined by the district.



- *The Kentucky Board of Education approved a prospective and conditional **waiver** of Section 6(3)(c) of 704 KAR 7:160 on May 7, 2020. This **waiver** applies to school personnel who have successfully completed Safe Crisis Management certification since January 1, 2019. Due to the COVID-19 pandemic, certifications issued since that date currently are eligible to be extended through June 30, 2021, upon virtual completion of additional training components outlined in 704 KAR 7:160, Section 6(3).*

First Aid and CPR Training

Training is not required for all staff. However, 702 KAR 1:160 Section 2(10)(b) states that ***there shall be at least one adult present in the school who is certified in a standard first aid course which includes CPR for infants and children.*** Refer to district policy to determine local training requirements

Statewide Child Abuse and Neglect Hotline Information

- Every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, and the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services.

<https://education.ky.gov/teachers/PD/Pages/childabuseneglect.aspx>



 Suspect it? Report it! 

Kentucky Child Abuse & Neglect Hotline
1-877-KYSAFE1 (1-877-597-2331)

National Human Trafficking Hotline
1-888-373-7888

Additional Information...

Can be included in the 4 district PD days	Must be done outside the 4 district PD days	School district determines when the PD occurs (not eligible for PD credit if done during a contract day)
Active Shooter Training	Seizure Disorders Training	Bloodborne Pathogens Training
Suicide Prevention		Physical Restraint and Seclusion
		Child Abuse and Neglect
		First Aid/CPR

Funding Options for Professional Learning...

Title II, Part A Funds

Flexible Focus Funds

Shop Local

Title II, Part A Intent

Title II, Part A funds can be used to provide ***supplemental*** activities that strengthen the quality and effectiveness of teachers, principals and other school leaders in order to:

- Increase student achievement
- Improve teacher and principal effectiveness
- Provide high-need students with greater access to effective teachers, principals and school leaders

Supplement, Not Supplant

ESSA Section 2123 (b) states the following concerning supplanting funds:

- *SUPPLEMENT, NOT SUPPLANT- Funds received under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.*



Professional Learning

Districts may use funds to support the ongoing professional learning of teachers, principals and school leaders; ***any staff that contributes to the well-rounded education of students.***

- Professional Learning Opportunities
 - Needs-based
 - Job-embedded
 - Sustainable
 - Evidence-based
 - Data-driven
 - Classroom-focused



Planning

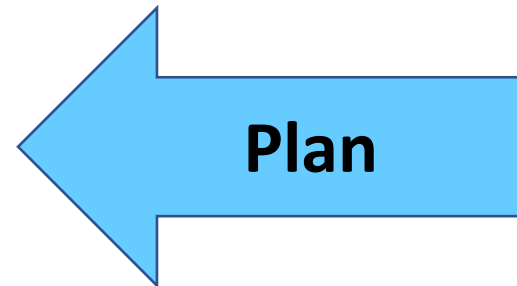
What are the district needs?

- CDIP
- CSIP
- Test Scores
- State initiatives
- Student enrollment data
- Teacher certification data
- Survey data



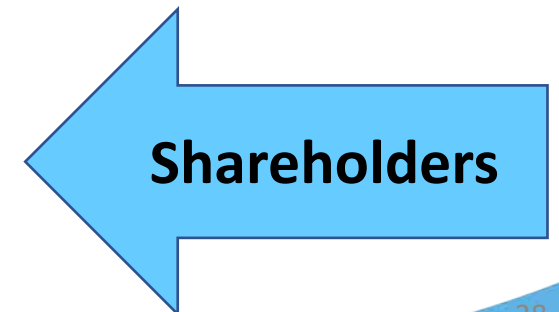
How will the district address the needs?

- **Professional Learning**



Who is involved in determining district needs?

- District: Superintendent, Finance Officer, Title II Coordinator, Curriculum and Instruction Specialists, ESL Coordinator, Human Resources Staff
- School: Principals, Teachers, Parents
- Community: Businesses, Community Leaders



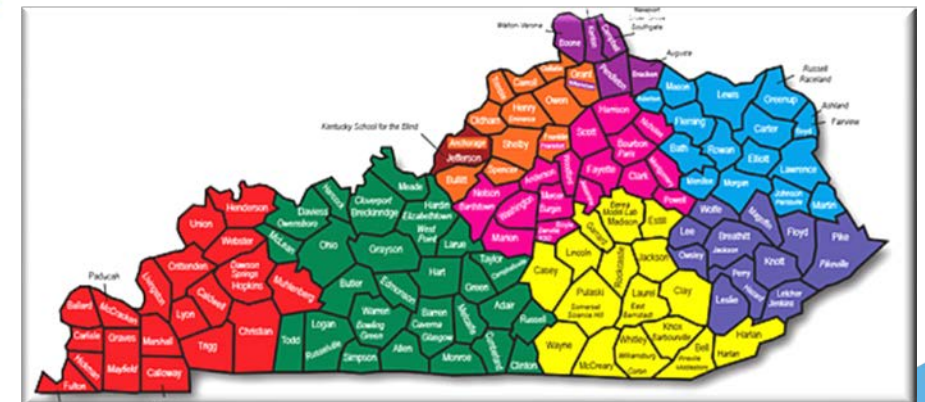
Flexible Focus Funds

The Flexible Focus Fund (FFF) was created by the legislature with allocations for five categorical programs (***Professional Development*** or PD, Extended School Services or ESS, Preschool, Instructional Resources, and Safe Schools). FFF permits flexible distribution of funds for state and local school districts while still addressing the governing statutes and serving the need and the intended student population.

Legislative changes allow districts to move grant funds within four programs: **Professional Development**, ESS, Instructional Resources, and Safe Schools. Districts are not allowed to move funds from Preschool, but funds may be moved into Preschool. Districts may now also utilize FFFs for general operating expenses.

<https://education.ky.gov/districts/fin/Pages/State-Grants.aspx>

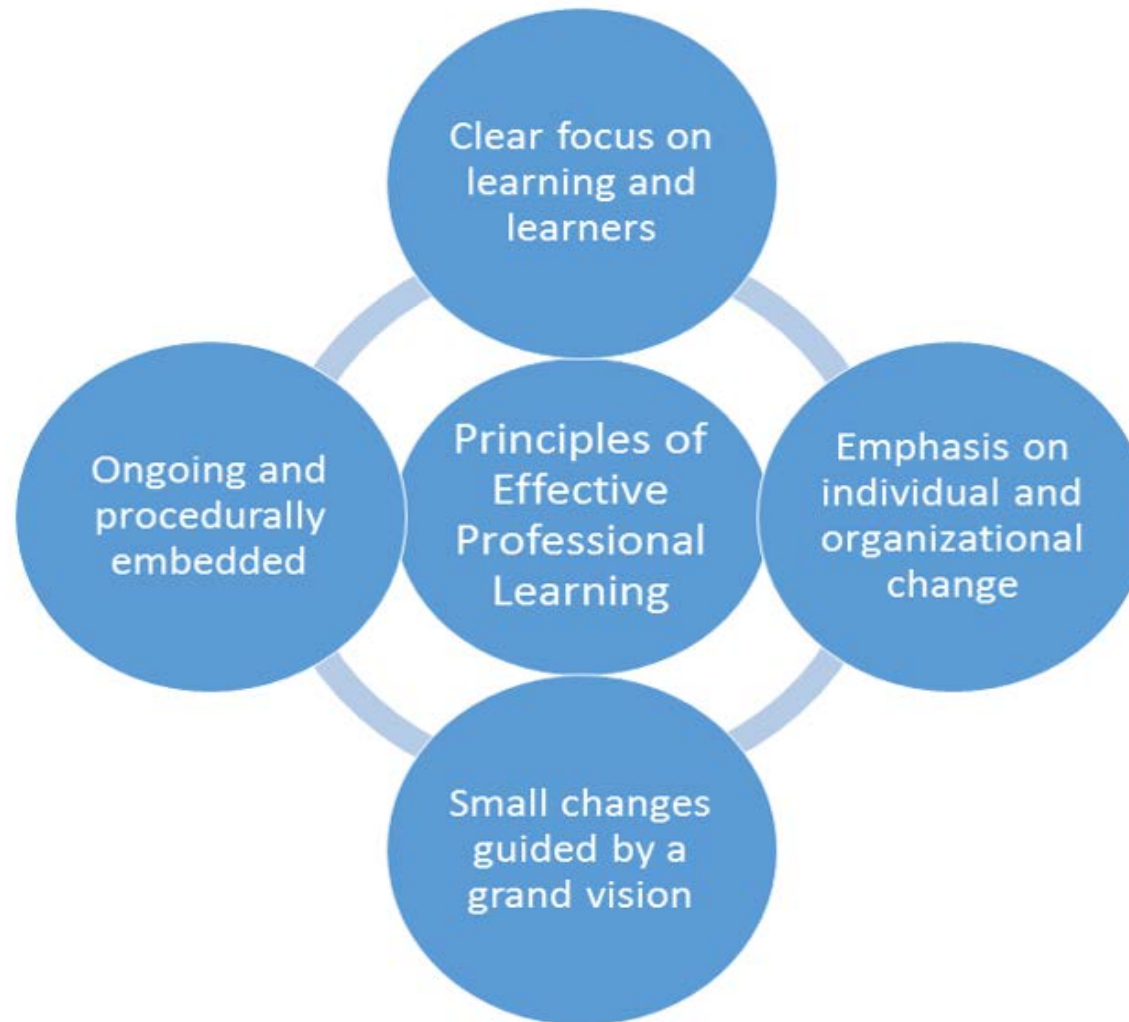
Local Resources...



Considerations for Effective Professional Development

- Professional Development or Professional Learning?
- What does *effective* Professional Learning look like?
- Requirements or Best Practice?
- US Department of Education – what guidance does USED provide?

Principles of Effective Professional Learning



Professional Development or Professional Learning?

Professional Development:

Develop: grow or cause to grow; to set forth or make clear by degrees or in detail; mature

- Provide information; satisfy contractual requirements
- “One-size-fits-all” workshops for teachers based on the expertise of the individuals delivering the session
- Formal structured learning. Specifically, formal learning is intentionally structured by the organization to improve the employee’s capacity to do his or her work (Marsick & Watkins, 2001).

Professional Learning:

Learn: to gain knowledge or understanding of or skill in (something) by study, experience, or being taught

- Targeted and based on the specific learning needs of the students and school community
- Individualized for the strengths and needs of the teachers
- Sustained and supported through implementation with coaching and follow-up
- Consistently monitored and assessed to evaluate its impact on student learning and adjusted when necessary
- Teachers as learners; Impacts teacher practice

Professional Learning Best Practices...

Traditional PD...

treats teachers as passive learners

is a mile wide and an inch deep

involves no ongoing support

isn't tailored to individual problems of practice

doesn't always include time and space for teachers to reflect on their practice

PL Alternatives...

- Offer PL that is learner-centered and include time for collaboration, feedback and reflection
- “Go deep” into each teacher’s context, prioritizing the *application* of knowledge in instruction instead of only covering generalized topics at random
- Provide follow up soon *after* implementation so teachers can reflect and share what went well and what didn’t
- Commit to differentiating professional development for teachers.
- Have teachers participate as *learners*

Effective Professional Learning...

704 KAR 3:035

"Professional development" means professional learning that is an individual and collective responsibility, that fosters shared accountability among the entire education workforce for student achievement, and: (a) Aligns with Kentucky's Core Academic Standards in 704 KAR 3:303, educator effectiveness standards, individual professional growth goals, and school, school district, and state goals for student achievement; (b) Focuses on content and pedagogy, as specified in certification requirements, and other related job-specific performance standards and expectations; (c) Occurs among educators who share responsibility for student growth; (d) Is facilitated by school and district leaders, including curriculum specialists, principals, instructional coaches, competent and qualified third-party facilitators, mentors, teachers or teacher leaders; (e) Focuses on individual improvement, school improvement, and program implementation; and (f) Is on-going. (4)

"Professional development program" means a sustained, coherent, relevant, and useful professional learning process that is measurable by indicators and provides professional learning and ongoing support to transfer that learning to practice.

The district professional development program:

- sustained, coherent, relevant, and useful PL process
- measurable by indicators
- provides professional learning and ongoing support

Requirements or Best Practice?

"Professional development program" means a sustained, coherent, relevant, and useful professional learning process that is measurable by indicators and provides professional learning and ongoing support to transfer that learning to practice.

704 KAR 3:035

Standards for Professional Learning	Core elements of each standard
Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	<ul style="list-style-type: none">◦ Engage in continuous improvement◦ Develop collective responsibility◦ Create alignment and accountability
Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	<ul style="list-style-type: none">◦ Develop capacity for learning and leading◦ Advocate for professional learning◦ Create support systems and structures
Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	<ul style="list-style-type: none">◦ Prioritize human, fiscal, material, technology, and time resources◦ Monitor resources◦ Coordinate resources
Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	<ul style="list-style-type: none">◦ Analyze student, educator, and system data◦ Assess progress◦ Evaluate professional learning
Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	<ul style="list-style-type: none">◦ Apply learning theories, research, and models◦ Select learning designs◦ Promote active engagement
Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	<ul style="list-style-type: none">◦ Apply change research◦ Sustain implementation◦ Provide constructive feedback
Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.	<ul style="list-style-type: none">◦ Meet performance standards◦ Address learning outcomes◦ Build coherence

USED

ESSA Definition of Professional Development ESSA Section 8101 (42 A-B)

PROFESSIONAL DEVELOPMENT —The term “professional development” means activities that:

- are an integral part of school and district strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a ***well-rounded education*** and to meet the challenging State academic standards; and
- are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused

Professional development may include activities that:

improve and increase teachers’ knowledge of the academic subjects the teachers teach; understanding of how students learn; and are part of a schoolwide and districtwide educational improvement plan


Improve the ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

advance teacher understanding of effective instructional strategies that are evidence-based

are developed with extensive participation of teachers, principals, other school leaders, parents, and administrators of schools to be served under this Act;

provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom;

Standards for Professional Learning	Core elements of each standard
Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	<ul style="list-style-type: none"> Engage in continuous improvement Develop collective responsibility Create alignment and accountability
Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	<ul style="list-style-type: none"> Develop capacity for learning and leading Advocate for professional learning Create support systems and structures
Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	<ul style="list-style-type: none"> Prioritize human, fiscal, material, technology, and time resources Monitor resources Coordinate resources
Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	<ul style="list-style-type: none"> Analyze student, educator, and system data Assess progress Evaluate professional learning
Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	<ul style="list-style-type: none"> Apply learning theories, research, and models Select learning designs Promote active engagement
Implementations: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	<ul style="list-style-type: none"> Apply change research Sustain implementation Provide constructive feedback
Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.	<ul style="list-style-type: none"> Meet performance standards Address learning outcomes Build coherence



KENTUCKY DEPARTMENT OF EDUCATION
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» **Educator Development and Equity** » Professional Learning

PROFESSIONAL LEARNING

Professional Learning

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In pursuit of our core educational values - equity, achievement, integrity - the Kentucky Department of Education promotes a coherent and comprehensive professional system that advances educator effectiveness and student success. "Research shows that no in-school factors matter more than teaching and leadership, and educator students, need continual opportunities to gain new knowledge and skills to enable all students to reach [transition] readiness." (Learning Forward & Education Counsel, new vision for professional learning.)

Please visit the [COVID-19 Professional Learning Resources webpage](#) for more information.

Professional Learning Bulletin Board


Along with the increase in online learning for students due to the COVID-19 outbreak, the need for online professional learning opportunities for educators has also increased. The [Professional Learning Bulletin Board](#) (PLBB) is a great resource for exploring options for professional learning. Currently, over 70 professional learning offerings are on the PLBB, including sessions for administrators, counselors, certified and classified staff. A wide variety of topics are available in both virtual and on-demand formats, many of which include EILA credit, and the site is regularly updated.

Kentucky's Definition of Professional Learning

According to [704 KAR 3:035](#), "Professional development" means professional learning that:

- Aligns with standards and goals
- Focuses on content and pedagogy
- Occurs collaboratively
- Is facilitated by educators
- Focuses on continuous improvement
- Is on-going

Required Training



Required Trainings for Certified Staff
July 1, 2020

This list is meant to be a guide to help districts build their individualized list of required trainings for certified personnel. This is not an exhaustive list of annual, mandatory trainings for your district.

- Active Shooter**
KRS 156.095 (7). Beginning November 1, 2019, and November 1 of each year thereafter, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in-person, by live streaming, or via a video recording and may be included in the four (4) days of professional development under KRS 158.070(3)(a). New hires hired after the training has been provided for the school year shall be provided materials on how to respond to an active shooter situation.
- Blood Borne Pathogens**
OSHA/U.S. Dept. of Labor, 29 CFR 1910.1030. As required by federal OSHA law, school systems, like other employers, must identify personnel that could be exposed to blood or other potentially infectious materials (OPIM) and provide annual training on blood borne pathogens. Training is a requirement for all employees and the control plan is part of the school's annual health services program. PD credit should not be issued for the annual training if completed during the contracted school day. In schools, the training is typically provided by the district/school nurse.
- Physical Restraint and Seclusion**
704 KAR 7:160 Section 2 (1)(a)(c). Each school district shall establish policies and procedures that ensure all school personnel are aware of and trained annually to use an array of positive behavior supports and interventions. Training is required for all teachers, principals, administrators, school counselors, social workers, other professionals, nurses, school resource officers, other law enforcement officers and other support staff who are employed in a school or who perform services in the school on a contractual basis. Online [PBIS training](#) is a free resource districts may use to provide school-wide instruction for staff purposes although there is no obligation to do so. The issuance of PD credit for participation in the online training is not compulsory but a local decision determined by the district.
- Prevention of Child Abuse and Neglect**
KRS 156.095 (8)(a)-(c). All school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district prior to January 31, 2017, shall complete the implemented training or trainings by January 31, 2017, and then every two (2) years after. All school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors employed by the school

Kentucky Department of Education Page 1

KDE Resources... Professional Learning Webpage

Resources



Click the above PLBB logo to explore available learning opportunities.

- [Terms Carry Meaning, J. Killion](#)

Statutes and Regulations

- PD Program and PDCs:
 - [KRS 156.095](#)
- PD Planning:
 - School Calendar: [KRS 158.070](#)
 - School Council Role: [KRS 160.345](#)
 - Annual PD Plan: [704 KAR 3:035](#)
- EILA:
 - [KRS 156.101](#)
 - [704 KAR 3:325](#)
- Superintendent Training:
 - [KRS 156.111](#)
 - [704 KAR 3:406](#)
- Student Achievement:
 - [KRS 158.649](#)
- Turnaround Schools:
 - [KRS 160.346](#)
 - [703 KAR 5:225](#)

Professional Learning Bulletin Board

PROFESSIONAL LEARNING BULLETIN BOARD



The Professional Learning Bulletin Board (PLBB) provides Kentucky educators access to post or search for learning opportunities offered by the Kentucky Department of Education or other education partners.

Search PLBB:

Advanced Search

Submit

Clear

Available Programs

Date	Program Name	Vendor	Audience	EILA	LOCATION
07/23/2020	Meeting Student Needs in Math through Patient Problem Solving	PIMSER	Other Professional, Teacher	No EILA Proposal	Digital
07/27/2020	District Coaches Update	Lea Brown	Classified, Counselor/School Psychologist, District Personnel, Other Professional, Principal, Teacher	No EILA Proposal	Digital
04/10/2021	Teaching American History Seminar: Origins of the Cold War	Kentucky Historical Society	Teacher	No EILA Proposal	100 West Broadway, Frankfort, KY
08/13/2020	KY Teachers Talk: What I Wish I Knew: Wisdom for New Teachers	Division of Educator Recruitment and Development	Counselor/School Psychologist, District Personnel, Other Professional, Principal, Teacher	EILA Approved	Digital

'Always on' Asynchronous, Digital PL

Program Name	Vendor	Audience	EILA	Link	COST(\$)
Understanding our Role when Interacting with Students with Learning Disabilities	NKCES	Classified	EILA Approved	https://www.youtube.com/watch?v=66NWUYA09LY&feature=youtu.be	
'Literacy' vs. 'literacy' What's the Difference	Kentucky Department of Education	Teacher	No EILA Proposal	https://www.youtube.com/watch?v=Zn0QRihMzFO&feature=youtu.be	
A Simple Vocabulary Routine	NKCES	Counselor/School Psychologist, District Personnel, Other Professional, Principal, Teacher	EILA Approved	https://drive.google.com/file/d/1mi-ProsWXrGanHpsclPOTpsODa0gMdHd/view	
Advice from Elementary School Counselors	KDE	Counselor/School Psychologist	EILA Approved	https://www.youtube.com/watch?v=GKGGP2vfV9I&feature=youtu.be	
Breaking Down a Standard in the KAS for Mathematics	KDE	District Personnel, Other Professional, Teacher	EILA Approved	https://kystandards.org/standards-resources/mathematics-resources/math-pl-modules/gls_uts_arp/	
Building Progress Monitoring Tools for Behavior Goals	NKCES	Classified, Counselor/School Psychologist, Other Professional, Teacher	EILA Approved	https://docs.google.com/document/d/1riAIMzID06Z0suy...usp=sharing	
Bullying Prevention Lessons for Elementary Schools	KDE	Classified, Counselor/School Psychologist, District Personnel, Principal, Teacher	EILA Approved	https://mediaportal.education.ky.gov/featured/2019/01/k...department-of-education-bullying-prevention-lesson-for-elementary/	
Classroom Discussion	KDE	District Personnel, Principal, Teacher	EILA Approved	https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutu.be%2FhznbnAnsLQ&dat...	
Counselor Connection Video Series with Damien Sweeney - Middle School Counselor Interviews	KDE	Counselor/School Psychologist, District Personnel, Other Professional, Principal	EILA Approved	https://mediaportal.education.ky.gov/school-counseling/2020/05/counselor-connection-video-series-with-damien-counselor-interviews/	

KDE COVID-19 Resource Page

[https://education.ky.gov/
comm/Pages/COVID-19-
Updates.aspx](https://education.ky.gov/comm/Pages/COVID-19-Updates.aspx)

COMMUNICATIONS

COVID-19 Updates and Information for P-12 Education

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EDUCATE



TEACHING



LEARNING



FEED



FEEDING SITES



CHILD NUTRITION PROGRAMS



SUPPORT



FINANCE AND OPERATIONS



NEWS AND GUIDANCE



PARTNERING AGENCY GUIDANCE



REOPEN



KDE REOPENING GUIDANCE



NON-KDE RESOURCES

COVID-19 Resources



EDUCATE



TEACHING

- Educator Preparation
- Educator Licensure & Certification
- Certified Evaluation Planning
- [GoTeachKY Teachers Helping Teachers](#)
- [Professional Learning Resources](#)
- [COVID Guidance Contract non-renewal](#)



LEARNING

- [Non-Traditional Instruction \(NTI\) Resources](#)
- [Digital Learning & Digital Learning Guidelines](#)
- [Kentucky Academic Standards Resources](#)
- [Special Education & Early Learning Resources](#)
- [Federal Education Programs](#)
- [Career and Technical Education \(CTE\) Assessments & Industry Certifications](#)
- [Career & Technical Education Programs of Study](#)
- [Career & Technical Education Work-Based Learning](#)
- [Career & Technical Education Student Organizations](#)
- [Interventions](#)
- [Comprehensive School Counseling and Advanced Coursework](#)
- [Graduation Requirements & Grading](#)
- [Assessment & Accountability](#)
- [Online & Virtual School](#)
- [Technology Support & Services](#)
- [Summer Support](#)

COVID-19 Resources for Educators and Families

STANDARDS/CONTENT AREAS

COVID-19 Resources for Educators and Families

Published: 7/13/2020 12:47 PM

Video Series to Help Educators Prepare to Address Academic Gaps When Schools Restart

This video series offers guidance on next steps for how educators can plan and prepare for addressing knowledge gaps due to extended remote learning as a result of the COVID-19 emergency. Stage one addresses drafting and adjusted curriculum and was released in the spring of 2020 and stage two addresses meeting learners' academic needs and was released in the summer of 2020.

Academic Re-entry Stage One: Drafting an Adjusted Curriculum

Each different part outlined in the [COVID-19 Considerations for Reopening Schools Academic Re-entry, Stage One: Drafting an Adjusted Curriculum](#) document is discussed in a webcast.

- Part 1
 - [Part 1 Video](#)
 - [Part 1 PowerPoint Slides](#)
- Part 2
 - [Part 2 Video](#)
 - [Part 2 PowerPoint Slides](#)
- Part 3
 - [Part 3 Video](#)
 - [Part 3 PowerPoint Slides](#)

Academic Re-entry Stage Two: Meeting Learners' Academic Needs

Each different part outlined in the [COVID-19 Considerations for Reopening Schools - Academic Re-entry, Stage Two: Meeting Learners' Academic Needs](#) document is discussed in an accompanying video.

- Part 1
 - [Part 1 Video](#)
 - [Part 1 PowerPoint Slides](#)
- Part 2
 - [Part 2 Video](#)
 - [Part 2 PowerPoint Slides](#)
- Part 3
 - [Part 3 Video](#)
 - [Part 3 PowerPoint Slides](#)

NTI Program Guidance Document

The following non-traditional instruction (NTI) program guidance includes information and essential questions concerning instruction that can guide thinking as districts leaders, administrators and teachers address the needs of students.

[Considerations for Instruction](#)



KY Standards

Your home for Kentucky Academic Standards.

[Home](#)[KY Academic Standards](#)[Standards Resources](#)[About](#)

Kentucky Academic Standards

The Future Belongs To Those Who See Possibilities Today

[EXPLORE YOUR STANDARDS](#)[YOUR STANDARDS RESOURCES](#)



General Resources



Standards Implementation Guidance Documents



Model Curriculum Framework



Professional Learning Opportunities



Professional Learning Modules



Standards At a Glance Documents



Breaking Down a Standard Resources



Assignment Review Protocols



Student Assignment Library

Content Area Resources



Reading & Writing Resources



Mathematics Resources



Social Studies Resources



Science Resources



Health Education & Physical Education Resources



Visual and Performing Arts Resources



Computer Science Resources

Professional Learning Modules

Professional Learning Modules

Getting to Know Your KAS Modules

📖 Facilitator's Guide: Getting to Know the KAS for Reading & Writing

📖 Getting to Know the KAS for Reading & Writing Module

📖 Module at a Glance: Getting to Know the KAS for Reading & Writing

📖 Facilitator's Guide: Getting to Know the KAS for Mathematics

📖 Getting to Know the KAS for Mathematics Module

📖 Module at a Glance: Getting to Know the KAS for Mathematics

👥 Facilitator's Guide: Getting to Know the KAS for Social Studies

👥 Getting to Know the KAS for Social Studies Module

👥 Module at a Glance: Getting to Know the KAS for Social Studies

✳️ Facilitator's Guide: Getting to Know the KAS for Health Education & Physical Education

✳️ Getting to Know the KAS for Health Education & Physical Education Module

✳️ Module at a Glance: Getting to Know the KAS for Health Education & Physical Education

⚙️ Facilitator's Guide: The Kentucky Academic Standards for Science: An Overview Module

⚙️ The Kentucky Academic Standards for Science: An Overview Module

⚙️ Module at a Glance: The Kentucky Academic Standards for Science: An Overview

Support Services

CONTINUOUS IMPROVEMENT

Continuous Improvement for GAP Closure

Published: 6/17/2020 1:32 PM

Making a Moral Imperative a Reality

On behalf of the Kentucky Department of Education, welcome to the Continuous Improvement web pages. Within these pages are information, resources and tools to assist schools and districts in their efforts to reduce the number of students scoring below proficiency and improve overall student achievement.

Understand the Need behind Continuous Improvement

The [Novice Reduction for Gap Closure White Paper](#) lays out the foundational beginnings of the Continuous Improvement work, lists related regulations and statutes and the Key Work Processes for Classroom and how they were selected to guide the Continuous Improvement work. In [Appendix A](#) there is a matrix that demonstrates the relationship between the Key Core Processes, the Kentucky Framework for Teaching and the Characteristics of Highly Effective Teaching and Learning (CHETL).

The Purpose of the Key Core Work Processes

The Key Core Work Processes drive strategic decision-making and guide the development, refinement, and implementation of work systems within your organization. When we refer to the Key Core Work Processes, we refer to the definition of work systems as outlined in the Baldrige Criteria for Performance Excellence Education (2015): Work Systems

- define how the organization's work is accomplished
- include the internal work processes and external resources needed to develop and produce programs and services
- support delivery of programs and services to student and other customers
- ensure purposeful continuous improvement within the organization

Educational work systems involve your instructional team members, shareholders, community partners, and others with a vested interest in student achievement within schools, districts, and communities-at-large.

The Key Core Work Processes also serve as a framework for building the CSIP/CDIPs in your organization. The work processes serve as the qualitative component of the assessment process and help schools and districts identify strategies to be deployed through the continuous improvement plan. This [protocol](#) can serve as a guide for the Key Core Work Processes.

Utilizing the following tools will allow teams to purposefully engage with the key core processes and the strategies that support them.

Reference Strategic Level Key Core Work Processes

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support Processes](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Reference Classroom Evaluation Key Core Work Processes

- [KCWP 1: Classroom Design and Deploy Standards](#)
- [KCWP 2: Classroom Design and Deliver Instruction](#)

Susan Greer, Coordinator
susan.greer@education.ky.gov

Continuous Improvement Team Services and Supports

Our Objective

To support schools and districts with the implementation of sustainable systems, as they strive to close achievement gaps, and positively impact student growth and achievement, ensuring ongoing continuous improvement.

Ongoing Guidance and Support/Professional Learning Sessions

- 1) **Key Core Work Processes (KCWP)**
 - Analyzing guiding questions using a highlighting method of implementation
 - Prioritizing KCWP, identifying which are leverages and which are areas of concern
 - Using the quality tool "SWOT" to identify strengths, weaknesses, opportunities for improvement, and threats to improvement opportunities within the KCWP areas of concern
 - Creating 30-60-90 Day Plan for next steps in improvement cycle
- 2) **CDIP/CSIP Development**
 - Identifying areas of need based on data (including Key Core Work Processes)
 - Translating identified needs into actionable steps for implementation
 - Developing a process for monitoring and evaluating implementation, in order to determine levels of effectiveness and impact on student achievement
 - Building 30-60-90 Day Plans to connect the plan to daily work
- 3) **Professional Learning Communities**
 - Building processes and protocols
 - Determining the work/products of the PLC
 - PLC study for effectiveness—criteria; study for improvement
- 4) **Walk-throughs**
 - Developing/refining of instruments to monitor implementation/effectiveness of school and district initiatives
 - Creating instructional plus deltas based on the findings of the walk-throughs
 - Offering work sessions to chunk the next steps and embed them in planning
 - Setting up a cycle to show progress quarterly/bi-yearly
- 5) **Strategy Work**
 - a) Concept mapping—teachers/students creating a framework to support deep conceptual understanding through making meaningful connections
 - b) Reciprocal teaching—students' interaction with text becomes more focused and intentional through the assignment of roles and meaningful discussion
 - c) Metacognitive strategies—teachers/students developing and implementing strategies for deeper understanding and strategic thinking
 - d) Growth mindset—teachers/students understanding and embracing a true growth mindset, as well as recognizing false growth mindset and fixed mindset triggers
 - e) Effective feedback—teachers/students creating a culture of feedback, including teacher-to-student, student-to-teacher, and student-to-student, that is timely, actionable, and learning-centered
 - f) Classroom discussion—teachers/students implementing structures and strategies for rich classroom discourse that supports recognition and deep learning
 - g) Instruction for Students with Disabilities—to improve achievement, teachers must provide tools and strategies to organize themselves as well as new material
 - h) Instruction for Teachers—evaluating teacher impact based on student performance data as a result of instructional strategies
- 6) **Modeling and Guided Practice**
 - i) Modeling and Guided Practice—teachers modeling and guided practice, before moving to independent student work
- 7) **Personalization**
 - Responding to learner needs by modifying content, process, product, and affect/environment based on students' readiness, interest, and learning profile through a variety of instructional strategies
- 8) **Personalization**

Feedback...



https://forms.office.com/Pages/ResponsePage.aspx?id=H8Fgk-aQBketACX83J4u0TlMR_10ybZBjlgox1OAWGFUQVA3WTgwNjBZQlhTVVBWR09CMjJKTElYNC4u

More Resources and Information...

Kentucky Academic Standards

- <https://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx>

CDIP and CSIP Guidance

- <https://education.ky.gov/school/csip/Pages/default.aspx>

Professional Learning Bulleting Board

- <https://applications.education.ky.gov/PLBB/Home/PLBBHome>

Professional Learning Standards

- <https://education.ky.gov/teachers/PD/Pages/Professional-Development-Standards.aspx>

COVID19 Guidance

- <https://education.ky.gov/comm/Pages/COVID-19-Updates.aspx>

Continuous Improvement Resources

- <https://education.ky.gov/school/stratclsgap/Pages/default.aspx>